

# First Drafts

Dr Bryan Pickel

The University of Edinburgh  
School of Philosophy, Psychology, and Language Sciences



08.02.2017

## Outline

Why Write Philosophy?

Finding Your Contribution

Outlining Your Essay

Writing the First Draft

- ▶ In preparing for your essay, you're probably thinking through these two questions:
  - ▶ *What should I write?*
  - ▶ *How should I write it?*
- ▶ But it's worth giving a thought to one further question: *why am I writing?*

- ▶ In preparing for your essay, you're probably thinking through these two questions:
  - ▶ *What should I write?*
  - ▶ *How should I write it?*
- ▶ But it's worth giving a thought to one further question: *why am I writing?*

- ▶ In preparing for your essay, you're probably thinking through these two questions:
  - ▶ *What should I write?*
  - ▶ *How should I write it?*
- ▶ But it's worth giving a thought to one further question: *why am I writing?*

- ▶ In preparing for your essay, you're probably thinking through these two questions:
  - ▶ *What should I write?*
  - ▶ *How should I write it?*
- ▶ But it's worth giving a thought to one further question: *why am I writing?*

## External Goals

- ▶ More generally why do we philosophy lecturers always assess our students by having them write philosophy?
- ▶ Learning to write philosophy has some obvious benefits for your interaction with others:
  - ▶ **COMMUNICATION:** You often have an belief or plan that you want to express *clearly* to someone else.
  - ▶ **PERSUASION:** You have a belief and you want to get someone else to share it.

## External Goals

- ▶ More generally why do we philosophy lecturers always assess our students by having them write philosophy?
- ▶ Learning to write philosophy has some obvious benefits for your interaction with others:
  - ▶ **COMMUNICATION:** You often have an belief or plan that you want to express *clearly* to someone else.
  - ▶ **PERSUASION:** You have a belief and you want to get someone else to share it.



## External Goals

- ▶ More generally why do we philosophy lecturers always assess our students by having them write philosophy?
- ▶ Learning to write philosophy has some obvious benefits for your interaction with others:
  - ▶ **COMMUNICATION:** You often have an belief or plan that you want to express *clearly* to someone else.
  - ▶ **PERSUASION:** You have a belief and you want to get someone else to share it.

## External Goals

- ▶ More generally why do we philosophy lecturers always assess our students by having them write philosophy?
- ▶ Learning to write philosophy has some obvious benefits for your interaction with others:
  - ▶ **COMMUNICATION:** You often have an belief or plan that you want to express *clearly* to someone else.
  - ▶ **PERSUASION:** You have a belief and you want to get someone else to share it.

## Internal Goals

- ▶ **When merely thinking**
  - ▶ We often formulate our thoughts only partially. We feel we can understand our thoughts without fully articulating them.
  - ▶ Each idea or thought is backed by a network of other thoughts which we transition quickly between.
- ▶ Writing forces you to clearly formulate and order your thoughts.
- ▶ You can think in sentence fragments. But writing only works in complete sentences.

## Internal Goals

- ▶ When merely thinking
  - ▶ We often formulate our thoughts only partially. We feel we can understand our thoughts without fully articulating them.
  - ▶ Each idea or thought is backed by a network of other thoughts which we transition quickly between.
- ▶ Writing forces you to clearly formulate and order your thoughts.
- ▶ You can think in sentence fragments. But writing only works in complete sentences.

## Internal Goals

- ▶ When merely thinking
  - ▶ We often formulate our thoughts only partially. We feel we can understand our thoughts without fully articulating them.
  - ▶ Each idea or thought is backed by a network of other thoughts which we transition quickly between.
- ▶ Writing forces you to clearly formulate and order your thoughts.
- ▶ You can think in sentence fragments. But writing only works in complete sentences.

## Internal Goals

- ▶ When merely thinking
  - ▶ We often formulate our thoughts only partially. We feel we can understand our thoughts without fully articulating them.
  - ▶ Each idea or thought is backed by a network of other thoughts which we transition quickly between.
- ▶ Writing forces you to clearly formulate and order your thoughts.
- ▶ You can think in sentence fragments. But writing only works in complete sentences.

## Internal Goals

- ▶ When merely thinking
  - ▶ We often formulate our thoughts only partially. We feel we can understand our thoughts without fully articulating them.
  - ▶ Each idea or thought is backed by a network of other thoughts which we transition quickly between.
- ▶ Writing forces you to clearly formulate and order your thoughts.
- ▶ You can think in sentence fragments. But writing only works in complete sentences.

## Internal Goals

- ▶ **ARTICULATION:** This can reveal that we don't fully know how to articulate what we were thinking. We don't fully understand it.
- ▶ **UNDERSTANDING:** Even if we can articulate the thought in a sentence. Sometimes we find that we have to use a word that is too vague or imprecise to cover the cases we want.
- ▶ **CONNECTIONS:** Writing forces us to explicitly make our reasons and the connections between our beliefs clear. This often reveals that reason for a belief is much more tenuous than we thought. It tells us what it would take to *change our mind*.



## Internal Goals

- ▶ **ARTICULATION:** This can reveal that we don't fully know how to articulate what we were thinking. We don't fully understand it.
- ▶ **UNDERSTANDING:** Even if we can articulate the thought in a sentence. Sometimes we find that we have to use a word that is too vague or imprecise to cover the cases we want.
- ▶ **CONNECTIONS:** Writing forces us to explicitly make our reasons and the connections between our beliefs clear. This often reveals that reason for a belief is much more tenuous than we thought. It tells us what it would take to *change our mind*.

## Internal Goals

- ▶ **ARTICULATION:** This can reveal that we don't fully know how to articulate what we were thinking. We don't fully understand it.
- ▶ **UNDERSTANDING:** Even if we can articulate the thought in a sentence. Sometimes we find that we have to use a word that is too vague or imprecise to cover the cases we want.
- ▶ **CONNECTIONS:** Writing forces us to explicitly make our reasons and the connections between our beliefs clear. This often reveals that reason for a belief is much more tenuous than we thought. It tells us what it would take to *change our mind*.

## Internal Goals

- ▶ **ARTICULATION:** This can reveal that we don't fully know how to articulate what we were thinking. We don't fully understand it.
- ▶ **UNDERSTANDING:** Even if we can articulate the thought in a sentence. Sometimes we find that we have to use a word that is too vague or imprecise to cover the cases we want.
- ▶ **CONNECTIONS:** Writing forces us to explicitly make our reasons and the connections between our beliefs clear. This often reveals that reason for a belief is much more tenuous than we thought. It tells us what it would take to *change our mind*.

## Good Philosophy Papers

- ▶ The internal aims of writing help reveal some features of a good philosophy paper.
- ▶ Good *philosophy* papers help the writer make up their own mind about the argument under discussion.
- ▶ Good *philosophy* papers aim to clarify the terms of the debate.
- ▶ Good *philosophy* papers bleed. They wear their weakness on the surface. They explicitly signal how someone could resist the argument or conclusion.

## Good Philosophy Papers

- ▶ The internal aims of writing help reveal some features of a good philosophy paper.
- ▶ Good *philosophy* papers help the writer make up their own mind about the argument under discussion.
- ▶ Good *philosophy* papers aim to clarify the terms of the debate.
- ▶ Good *philosophy* papers bleed. They wear their weakness on the surface. They explicitly signal how someone could resist the argument or conclusion.

## Good Philosophy Papers

- ▶ The internal aims of writing help reveal some features of a good philosophy paper.
- ▶ Good *philosophy* papers help the writer make up their own mind about the argument under discussion.
- ▶ Good *philosophy* papers aim to clarify the terms of the debate.
- ▶ Good *philosophy* papers bleed. They wear their weakness on the surface. They explicitly signal how someone could resist the argument or conclusion.

## Good Philosophy Papers

- ▶ The internal aims of writing help reveal some features of a good philosophy paper.
- ▶ Good *philosophy* papers help the writer make up their own mind about the argument under discussion.
- ▶ Good *philosophy* papers aim to clarify the terms of the debate.
- ▶ Good *philosophy* papers bleed. They wear their weakness on the surface. They explicitly signal how someone could resist the argument or conclusion.

To be sensitive—to have an open mind—these are valuable qualities even in war-time, whatever the wireless says. Do they help us to conquer the Nazis? They don't. They are weapons in a larger and longer battle. (E. M. Forester, 1940)





## Outline

Why Write Philosophy?

Finding Your Contribution

Outlining Your Essay

Writing the First Draft

## First Steps

- ▶ Make sure you understand the assignment.
  - ▶ Are you being asked to assess a *claim* or an *argument*?
  - ▶ What is the question being asked?
  - ▶ What do the terms in the question mean?

## First Steps

- ▶ Make sure you understand the assignment.
  - ▶ Are you being asked to assess a *claim* or an *argument*?
  - ▶ What is the question being asked?
  - ▶ What do the terms in the question mean?

## First Steps

- ▶ Make sure you understand the assignment.
  - ▶ Are you being asked to assess a *claim* or an *argument*?
  - ▶ What is the question being asked?
  - ▶ What do the terms in the question mean?

## First Steps

- ▶ Make sure you understand the assignment.
  - ▶ Are you being asked to assess a *claim* or an *argument*?
  - ▶ What is the question being asked?
  - ▶ What do the terms in the question mean?

## Second Steps

- ▶ Think through the argument under discussion.
- ▶ What is it trying to prove and why is the conclusion important?
- ▶ Why would someone endorse the premises of the argument? Is there anything that speaks in their favor?
- ▶ How would a proponent of the argument respond to the most obvious counterexamples.

## Second Steps

- ▶ Think through the argument under discussion.
- ▶ What is it trying to prove and why is the conclusion important?
- ▶ Why would someone endorse the premises of the argument? Is there anything that speaks in their favor?
- ▶ How would a proponent of the argument respond to the most obvious counterexamples.

## Second Steps

- ▶ Think through the argument under discussion.
- ▶ What is it trying to prove and why is the conclusion important?
- ▶ Why would someone endorse the premises of the argument? Is there anything that speaks in their favor?
- ▶ How would a proponent of the argument respond to the most obvious counterexamples.



## Second Steps

- ▶ Think through the argument under discussion.
- ▶ What is it trying to prove and why is the conclusion important?
- ▶ Why would someone endorse the premises of the argument? Is there anything that speaks in their favor?
- ▶ How would a proponent of the argument respond to the most obvious counterexamples.

## Initial Reactions

- ▶ Think through your initial reaction.
  - ▶ Do you agree with the conclusion? Is it because of the argument or for some other reason?
  - ▶ Do you agree with the premises? Why or why not?

## Initial Reactions

- ▶ Think through your initial reaction.
  - ▶ Do you agree with the conclusion? Is it because of the argument or for some other reason?
  - ▶ Do you agree with the premises? Why or why not?

## Initial Reactions

- ▶ Think through your initial reaction.
  - ▶ Do you agree with the conclusion? Is it because of the argument or for some other reason?
  - ▶ Do you agree with the premises? Why or why not?

## Strong Reactions

- ▶ Do you strongly reject the conclusion?
  - ▶ Then you have to reject one of the premises or show that the argument is invalid.
  - ▶ How do *you* need to adjust your position in light of the argument?
- ▶ More often than not, philosophical arguments have something going for them. Even if we reject the conclusion, we usually have to revise our beliefs *somewhere* in response.

## Strong Reactions

- ▶ Do you strongly reject the conclusion?
  - ▶ Then you have to reject one of the premises or show that the argument is invalid.
  - ▶ How do *you* need to adjust your position in light of the argument?
- ▶ More often than not, philosophical arguments have something going for them. Even if we reject the conclusion, we usually have to revise our beliefs *somewhere* in response.

## Strong Reactions

- ▶ Do you strongly reject the conclusion?
  - ▶ Then you have to reject one of the premises or show that the argument is invalid.
  - ▶ How do *you* need to adjust your position in light of the argument?
- ▶ More often than not, philosophical arguments have something going for them. Even if we reject the conclusion, we usually have to revise our beliefs *somewhere* in response.

## Strong Reactions

- ▶ Do you strongly reject the conclusion?
  - ▶ Then you have to reject one of the premises or show that the argument is invalid.
  - ▶ How do *you* need to adjust your position in light of the argument?
- ▶ More often than not, philosophical arguments have something going for them. Even if we reject the conclusion, we usually have to revise our beliefs *somewhere* in response.



## Strong Reactions

- ▶ If you don't like the conclusion of the argument but can't identify a definite flaw, then you might try to figure out which premise in the argument you have to reject to make your position coherent.
- ▶ What would a position that rejects this premise look like?

## Strong Reactions

- ▶ If you don't like the conclusion of the argument but can't identify a definite flaw, then you might try to figure out which premise in the argument you have to reject to make your position coherent.
- ▶ What would a position that rejects this premise look like?

## Indecision

- ▶ Are you undecided about the conclusion?
  - ▶ Then you have to find at least one of the premises is unconvincing or show that the argument is invalid.
  - ▶ Why is the premise unconvincing? What is the source of your resistance?

## Indecision

- ▶ Are you undecided about the conclusion?
  - ▶ Then you have to find at least one of the premises is unconvincing or show that the argument is invalid.
  - ▶ Why is the premise unconvincing? What is the source of your resistance?

## Indecision

- ▶ Are you undecided about the conclusion?
  - ▶ Then you have to find at least one of the premises is unconvincing or show that the argument is invalid.
  - ▶ Why is the premise unconvincing? What is the source of your resistance?

## Agreement

- ▶ Do you agree with the conclusion?
  - ▶ How have opponents responded? Do they reject a premise? Do they modify their position?
  - ▶ Are there subtle modifications of the argument that target these views?

## Agreement

- ▶ Do you agree with the conclusion?
  - ▶ How have opponents responded? Do they reject a premise? Do they modify their position?
  - ▶ Are there subtle modifications of the argument that target these views?

## Agreement

- ▶ Do you agree with the conclusion?
  - ▶ How have opponents responded? Do they reject a premise? Do they modify their position?
  - ▶ Are there subtle modifications of the argument that target these views?



## Progress and Originality

- ▶ Explaining an argument in your own terms and examining whether it is successful requires originality.
- ▶ You likely won't say something completely unprecedented.
- ▶ It is much better that you make an original contribution by fully thinking through what you think about the argument.

## Progress and Originality

- ▶ Explaining an argument in your own terms and examining whether it is successful requires originality.
- ▶ You likely won't say something completely unprecedented.
- ▶ It is much better that you make an original contribution by fully thinking through what you think about the argument.

## Progress and Originality

- ▶ Explaining an argument in your own terms and examining whether it is successful requires originality.
- ▶ You likely won't say something completely unprecedented.
- ▶ It is much better that you make an original contribution by fully thinking through what you think about the argument.

## Progress

The essay doesn't have to conclusively settle whether the position is true or the argument is successful. Good philosophy papers often:

- ▶ Identify a hole in an argument.
- ▶ Plug a hole in an argument.
- ▶ Describe a new (often strange form) of the view being criticized that resists the argument.
- ▶ Reframe an argument in an interesting way.
- ▶ Show that the success of the argument depends on some apparently unrelated theses.

## Progress

The essay doesn't have to conclusively settle whether the position is true or the argument is successful. Good philosophy papers often:

- ▶ Identify a hole in an argument.
- ▶ Plug a hole in an argument.
- ▶ Describe a new (often strange form) of the view being criticized that resists the argument.
- ▶ Reframe an argument in an interesting way.
- ▶ Show that the success of the argument depends on some apparently unrelated theses.

## Progress

The essay doesn't have to conclusively settle whether the position is true or the argument is successful. Good philosophy papers often:

- ▶ Identify a hole in an argument.
- ▶ Plug a hole in an argument.
- ▶ Describe a new (often strange form) of the view being criticized that resists the argument.
- ▶ Reframe an argument in an interesting way.
- ▶ Show that the success of the argument depends on some apparently unrelated theses.

## Progress

The essay doesn't have to conclusively settle whether the position is true or the argument is successful. Good philosophy papers often:

- ▶ Identify a hole in an argument.
- ▶ Plug a hole in an argument.
- ▶ Describe a new (often strange form) of the view being criticized that resists the argument.
- ▶ Reframe an argument in an interesting way.
- ▶ Show that the success of the argument depends on some apparently unrelated theses.

## Progress

The essay doesn't have to conclusively settle whether the position is true or the argument is successful. Good philosophy papers often:

- ▶ Identify a hole in an argument.
- ▶ Plug a hole in an argument.
- ▶ Describe a new (often strange form) of the view being criticized that resists the argument.
- ▶ Reframe an argument in an interesting way.
- ▶ Show that the success of the argument depends on some apparently unrelated theses.



## Outline

Why Write Philosophy?

Finding Your Contribution

**Outlining Your Essay**

Writing the First Draft

## Articulate Your Thought!

- ▶ The first step in writing your essay is usually planning it.
- ▶ The plan should be written in complete sentences not individual words.
- ▶ Remember, articulating our thoughts is our *reason for writing in the first place*.

## Articulate Your Thought!

- ▶ The first step in writing your essay is usually planning it.
- ▶ The plan should be written in complete sentences not individual words.
- ▶ Remember, articulating our thoughts is our *reason for writing in the first place*.

## Articulate Your Thought!

- ▶ The first step in writing your essay is usually planning it.
- ▶ The plan should be written in complete sentences not individual words.
- ▶ Remember, articulating our thoughts is our *reason for writing in the first place*.

## Be Literal

- ▶ We often think in metaphors.
- ▶ But metaphors may help us *discover that there is a connection* between two claims.
- ▶ But they often don't disclose the precise nature of the connection.
- ▶ A good outline should unpack the metaphor into literal truth
- ▶ We needn't—like Plato—outlaw poetry. But our poetry should be grounded in clarity about what we ourselves think.

## Be Literal

- ▶ We often think in metaphors.
- ▶ But metaphors may help us *discover that there is a connection* between two claims.
- ▶ But they often don't disclose the precise nature of the connection.
- ▶ A good outline should unpack the metaphor into literal truth
- ▶ We needn't—like Plato—outlaw poetry. But our poetry should be grounded in clarity about what we ourselves think.

## Be Literal

- ▶ We often think in metaphors.
- ▶ But metaphors may help us *discover that there is a connection* between two claims.
- ▶ But they often don't disclose the precise nature of the connection.
- ▶ A good outline should unpack the metaphor into literal truth
- ▶ We needn't—like Plato—outlaw poetry. But our poetry should be grounded in clarity about what we ourselves think.

## Be Literal

- ▶ We often think in metaphors.
- ▶ But metaphors may help us *discover that there is a connection* between two claims.
- ▶ But they often don't disclose the precise nature of the connection.
- ▶ A good outline should unpack the metaphor into literal truth
- ▶ We needn't—like Plato—outlaw poetry. But our poetry should be grounded in clarity about what we ourselves think.



## Be Literal

- ▶ We often think in metaphors.
- ▶ But metaphors may help us *discover that there is a connection* between two claims.
- ▶ But they often don't disclose the precise nature of the connection.
- ▶ A good outline should unpack the metaphor into literal truth
- ▶ We needn't—like Plato—outlaw poetry. But our poetry should be grounded in clarity about what we ourselves think.

[T]he unpacking by literal speech, within the limits of the humanly possible, of all metaphors, anthropomorphic, spatial, or otherwise, is nowhere more urgent, just as it is nowhere more difficult, than in ontology. (Gustav Bergmann, 1992)



A good plan includes:

- ▶ A statement of the position under discussion (or conclusion of the argument under discussion).
- ▶ A statement of the argument for it.
- ▶ Definitions or explanations of any complicated terms.
- ▶ Concerns one might have about the argument. (Are the premises under motivated?)
- ▶ Possible responses to these worries.
- ▶ Concerns about the conclusion. (Are there independent arguments for or against it?)
- ▶ Possible responses to these worries.

A good plan includes:

- ▶ A statement of the position under discussion (or conclusion of the argument under discussion).
- ▶ A statement of the argument for it.
- ▶ Definitions or explanations of any complicated terms.
- ▶ Concerns one might have about the argument. (Are the premises under motivated?)
- ▶ Possible responses to these worries.
- ▶ Concerns about the conclusion. (Are there independent arguments for or against it?)
- ▶ Possible responses to these worries.

A good plan includes:

- ▶ A statement of the position under discussion (or conclusion of the argument under discussion).
- ▶ A statement of the argument for it.
- ▶ Definitions or explanations of any complicated terms.
- ▶ Concerns one might have about the argument. (Are the premises under motivated?)
- ▶ Possible responses to these worries.
- ▶ Concerns about the conclusion. (Are there independent arguments for or against it?)
- ▶ Possible responses to these worries.

A good plan includes:

- ▶ A statement of the position under discussion (or conclusion of the argument under discussion).
- ▶ A statement of the argument for it.
- ▶ Definitions or explanations of any complicated terms.
- ▶ Concerns one might have about the argument. (Are the premises under motivated?)
- ▶ Possible responses to these worries.
- ▶ Concerns about the conclusion. (Are there independent arguments for or against it?)
- ▶ Possible responses to these worries.

A good plan includes:

- ▶ A statement of the position under discussion (or conclusion of the argument under discussion).
- ▶ A statement of the argument for it.
- ▶ Definitions or explanations of any complicated terms.
- ▶ Concerns one might have about the argument. (Are the premises under motivated?)
- ▶ Possible responses to these worries.
- ▶ Concerns about the conclusion. (Are there independent arguments for or against it?)
- ▶ Possible responses to these worries.

A good plan includes:

- ▶ A statement of the position under discussion (or conclusion of the argument under discussion).
- ▶ A statement of the argument for it.
- ▶ Definitions or explanations of any complicated terms.
- ▶ Concerns one might have about the argument. (Are the premises under motivated?)
- ▶ Possible responses to these worries.
- ▶ Concerns about the conclusion. (Are there independent arguments for or against it?)
- ▶ Possible responses to these worries.



A good plan includes:

- ▶ A statement of the position under discussion (or conclusion of the argument under discussion).
- ▶ A statement of the argument for it.
- ▶ Definitions or explanations of any complicated terms.
- ▶ Concerns one might have about the argument. (Are the premises under motivated?)
- ▶ Possible responses to these worries.
- ▶ Concerns about the conclusion. (Are there independent arguments for or against it?)
- ▶ Possible responses to these worries.

## Outline

Why Write Philosophy?

Finding Your Contribution

Outlining Your Essay

Writing the First Draft

- ▶ If you have written an outline fit to purpose, then you should be in a position to write your first draft.
- ▶ In fact, you should be able to lift sentences or even paragraphs of your first draft from your outline.

- ▶ If you have written an outline fit to purpose, then you should be in a position to write your first draft.
- ▶ In fact, you should be able to lift sentences or even paragraphs of your first draft from your outline.

## Introductions

- ▶ You'll likely need to substantially revise your introduction in light of what you say in the essay. Don't worry if it isn't just right.
- ▶ A good first draft of an introduction might just state:
  - ▶ There is an argument for conclusion  $p$ .
  - ▶ This essay will explain the argument and address a challenge to the arguments premise/conclusion/reasoning

## Introductions

- ▶ You'll likely need to substantially revise your introduction in light of what you say in the essay. Don't worry if it isn't just right.
- ▶ A good first draft of an introduction might just state:
  - ▶ There is an argument for conclusion  $p$ .
  - ▶ This essay will explain the argument and address a challenge to the arguments premise/conclusion/reasoning

## Getting Stuck

- ▶ **When you get stuck:**
- ▶ Sometimes you just need a break.
- ▶ Other times, it's because there's a problem with your plan.
- ▶ Consider: Are you trying derive an inference that just doesn't follow from the premises? Is your claim stronger than you can prove? Do you still agree with your original position?
- ▶ Remember: re-thinking, re-planning, and re-writing are virtues. They're the point of the exercise!

## Getting Stuck

- ▶ When you get stuck:
- ▶ Sometimes you just need a break.
- ▶ Other times, it's because there's a problem with your plan.
- ▶ Consider: Are you trying derive an inference that just doesn't follow from the premises? Is your claim stronger than you can prove? Do you still agree with your original position?
- ▶ Remember: re-thinking, re-planning, and re-writing are virtues. They're the point of the exercise!



## Getting Stuck

- ▶ When you get stuck:
- ▶ Sometimes you just need a break.
- ▶ Other times, it's because there's a problem with your plan.
- ▶ Consider: Are you trying derive an inference that just doesn't follow from the premises? Is your claim stronger than you can prove? Do you still agree with your original position?
- ▶ Remember: re-thinking, re-planning, and re-writing are virtues. They're the point of the exercise!

## Getting Stuck

- ▶ When you get stuck:
- ▶ Sometimes you just need a break.
- ▶ Other times, it's because there's a problem with your plan.
- ▶ Consider: Are you trying derive an inference that just doesn't follow from the premises? Is your claim stronger than you can prove? Do you still agree with your original position?
- ▶ Remember: re-thinking, re-planning, and re-writing are virtues. They're the point of the exercise!

## Getting Stuck

- ▶ When you get stuck:
- ▶ Sometimes you just need a break.
- ▶ Other times, it's because there's a problem with your plan.
- ▶ Consider: Are you trying derive an inference that just doesn't follow from the premises? Is your claim stronger than you can prove? Do you still agree with your original position?
- ▶ Remember: re-thinking, re-planning, and re-writing are virtues. They're the point of the exercise!